

Wolsey-Wessington School District Improvement Plan/Progress Report Form

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| Principle: 1 - General Supervision | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The review team was unable to verify the eligibility category or educational impact for a child classified as multiple disabilities. The last evaluation completed did not pull forward any medical information, nor were the areas of adaptive behavior or social skills evaluated. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The student will have a comprehensive evaluation to determine eligibility and educational need. | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) In all new and re evaluations, a comprehensive evaluation will be completed according to the areas of concern identified. | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
| 1. What will the district do to improve? The district will test for each area of concern identified on the referral form and will obtain any pertinent medical records to determine the correct placement and educational impact for this student. What data will be given to SEP to verify this objective? The special education staff will submit a letter to the SEP which includes dates of MDT and outcome regarding this student. | Immediate Re-evaluation to be completed by May 15, 2005 | Special Education Staff | Met 11/14/05 | |

6 month reporting date 11/02/05
Closed 11/ 14 /05

Please explain the data (6 month)
Principal 1 – General Supervision

This student's medical records were located in her cumulative file. The special education staff moved the relevant medical information to her special education file. Before this student could be re-evaluated according to the IPPR plan, the family moved out of the district.

The student now resides in a different school district, which is in the process of re-evaluating the student.

Please explain the data (12 month)

2. What will the district do to improve? **The special education staff will check ALL 3 year re-evaluations and new referrals to see that a comprehensive evaluation was given and documentation to determine placement and disability category is recorded.**
What data will be given to SEP to verify this objective? **The special education staff will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.**

**9/05
Ongoing**

**Special
Education
Staff**

**Met
11/14/05**

Please explain the data (6 month)

The Wolsey-Wessington special education staff has completed 4 three year re-evaluations and 3 initial evaluations, since the review. The special education staff has also checked the other initial and three year evaluations of current special education students to ensure that the placement and disability category is recorded. The Wolsey-Wessington special education staff checked 25 initial and three year re evaluations and all 25 had the placement and disability category recorded.

Please explain the data (12 month)

Principle: 3 - Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. Of the ten files checked there was no evidence of functional assessment unless a speech evaluation was also completed.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
A functional evaluation will be completed on all students.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
The school district will determine specific relevant functional skills.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
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| <p>1. What will the district do to improve? Functional assessment will be completed on each new referral or re-evaluation.</p> <p>What data will be given to SEP to verify this objective? The special education staff will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p> | 9/05 Ongoing | Special Education Staff | Met 11/14/05 | |

Please explain the data (6 month)
The Wolsey-Wessington School District has made significant progress in the area of functional evaluation. All K-8 students are now evaluated yearly in the areas of reading and math using the STARRS evaluation, which is a functional evaluation.

The special education staff has also checked the 4 three year re evaluations, and 3 initial evaluations that have been conducted since the review to ensure that functional evaluations occurred for all of the evaluations. The special education staff found that all of these recent evaluations had the necessary functional evaluations.

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| Please explain the data (12 month) | | | | |
| <p>2. What will the district do to improve? The team leader will provide an in-service for the special education staff. Examples of Functional Assessments, will be handed out to each participant. What data will be given to SEP to verify this objective? The special education staff will send SEP a copy of the agenda of this training and the names of the staff attending.</p> | <p>April 30, 2005</p> | <p>Team Leader & Education Staff</p> | <p>Met 11/14/05</p> | |
| <p>Please explain the data (6 month) Penny McCormick-Giles, IPPR team leader, conducted an in service at the Wolsey-Wessington School on April 20, 2005. The in service was attended by the entire Wolsey-Wessington staff, and lasted from 2:00 until 3:35. Topics covered during the in service were the necessity for functional evaluations, placements of special education students outside of the regular classroom, and the importance of transition planning for our students.</p> | | | | |
| Please explain the data (12 month) | | | | |

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| Principle: 3 - Appropriate Evaluation |
| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In three out of three files of students who were sixteen or older, there was not an evaluation completed to address the interests and skills of a transition-aged student.</p> |
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. An evaluation to address skills and interests will be completed on all students by age 16.</p> |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will conduct appropriate transition evaluation and include the results in the multidisciplinary assessment report.</p> |

6 month reporting date 11/02/05

Closed 11/ 14 /05

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
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| <p>1. What will the district do to improve? An appropriate transition evaluation will be completed for every student prior to age 16. The information gathered through this evaluation will address the interests and skills of the individual student.</p> <p>What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p> | 9/05 Ongoing | Special Education Staff | Met 11/14/05 | |
| <p>Please explain the data (6 month)</p> <p>Two of the recent re evaluations required transition evaluations. The transition assessment used for these students was the Enderle-Severson Transition Rating Scales. The special education staff checked all three year evaluations that required transition evaluations. All that were conducted since the review included proper transition evaluation to assist with the transition planning.</p> | | | | |
| <p>Please explain the data (12 month)</p> | | | | |

Principle: 5 - Individualized Education Programs

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
Each student's individualized education program shall include a statement of the student's present levels of educational performance. The monitoring team determined that the present levels of performance were not linked to functional information gathered during the evaluation process.

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| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Present levels of performance will be linked to functional information that was gathered during the evaluation process.</p> | | | | |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will link the present levels of performance to functional assessments given during the evaluation process.</p> | | | | |
| <p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results:</p> <p>All new IEPs written will include a present levels page that relates directly to the functional assessment gathered during the evaluation process.</p> | <p>Timeline for Completion</p> | <p>Person(s) Responsible</p> | <p>6 month progress Record date objective is met</p> | <p>12 month progress Record date objective is met</p> |
| <p>1. What will the district do to improve? The district will link the present levels of performance to the functional assessment that is part of the evaluation process.</p> <p>What data will be given to SEP to verify this objective? The special education staff will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p> | <p>9/05 ongoing</p> | <p>Special Education Staff</p> | <p>Met 11/14/05</p> | |
| <p>Please explain the data (6 month)</p> <p>The special education staff has checked the current IEP for each special education student. For the IEP's written after the review, all were found to have linked the present levels of performance to the functional evaluation. Prior to this review, the Wolsey-Wessington school district was not effectively using functional evaluations, so it was impossible to link the present levels to it. Now that the school district is utilizing functional evaluations for all special education students, the special education staff is able to relate the present levels to them. We have found this to be a very positive outcome of last year's review.</p> <p>To list the files reviewed, the special education staff reviewed the 4 three year re evaluations and the 3 initial evaluations to ensure that the goal of relating present levels to functional assessments has been met. All of these reviewed files had present levels of performance related to the functional assessment. The special education staff will continue to ensure that this goal is being met.</p> | | | | |

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| Please explain the data (12 month) | | | | |
| 2. What will the district do to improve? The team leader will provide an in-service for the special education staff. The link between functional assessment and the PLOP will be covered. What data will be given to SEP to verify this objective? The special education staff will send SEP a copy of the agenda of this training and the names of the staff attending. | April 30, 2005 | Team Leader & Education Staff | Met 11/14/05 | |
| Please explain the data (6 month) Penny McCormick-Giles, IPPR team leader, conducted an in service at the Wolsey-Wessington School on April 20, 2005. The in service was attended by the entire Wolsey-Wessington staff, and lasted from 2:00 until 3:35. As mentioned in principal 3, Penny covered the importance of functional assessment, and some examples of what a functional assessment is. Also covered was the importance of linking the functional assessment to the present levels of performance. | | | | |
| Please explain the data (12 month) | | | | |

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| Principle: 5 - Individualized Education Programs |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Each student's individualized education program shall include a statement of measurable annual goals, including benchmarks or short-term objectives. In four out of nine files reviewed, the students' annual goals were not consistently written as measurable. |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The annual goals on all IEP's will be measurable. |

6 month reporting date 11/02/05

Closed 11/ 14 /05

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will complete all IEPs with goals that are measurable.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
|--|--------------------------------|--------------------------------|---|--|
| 1. What will the district do to improve? The district will write IEP goals and objectives that are measurable. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number in which the IEPs were done correctly. | 9/05 Ongoing | Special Education Staff | Met 11/14/05 | |
| Please explain the data (6 month) The special education staff has reviewed all current IEP's to ensure that the district is writing goals that are measurable. The special education staff has conducted 8 IEP's since the beginning of the 2005-06 school year. Of these 8 IEPs, all were found to have measurable goals. The special education staff will continue to monitor the IEPs written to ensure that all goals are measurable. | | | | |
| Please explain the data (12 month) | | | | |

Principle: 5 - Individualized Education Programs

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Each student's individualized education program shall include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and non-academic activities. Seven out of nine files focused on what the student needed to do, rather than the reason for providing services outside of the regular classroom or just stated where services would be provided.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The justification statement on the IEP will state why services cannot be provided in the regular classroom setting.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will provide a justification statement that will describe why services cannot be provided in the regular classroom.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

1. What will the district do to improve? **The district will include justification statements for any services that will be provided outside of the regular classroom.**

9/05 Ongoing

Special Education Staff

**Met
11/14/05**

What data will be given to SEP to verify this objective?

The special education staff will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.

Please explain the data (6 month)

Of the 8 IEPs written since the beginning of the 2005-06 school year, 2 of the cases had placements outside of the regular classroom. The special education staff reviewed these files to ensure that justification had been given for this out of regular classroom placement. None of the initial evaluations required out of regular classroom placement.

In both of the files mentioned above, justification was given as to why the services could not be provided in the regular classroom.

6 month reporting date 11/02/05

Closed 11/ 14 /05

Please explain the data (12 month)

2. What will the district do to improve?

The team leader will present an in-service to special education staff and teachers on justification for placement outside of the regular classroom.

What data will be given to SEP to verify this objective? **The SEP will be provided with a copy of the agenda and a list of participants.**

**Sept. 30
2005**

**Team
Leader
&
Special
Education
Staff**

**Met
11/14/05**

Please explain the data (6 month)

Penny McCormick-Giles, IPPR team leader, conducted an in service at the Wolsey-Wessington School on April 20, 2005. The in service was attended by the entire Wolsey-Wessington staff, and lasted from 2:00 until 3:35. Topics covered during the in service were the necessity for functional evaluations, placements of special education students outside of the regular classroom, and the importance of transition planning for our students.

Please explain the data (12 month)

Principle: 5 - Individualized Education Programs

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Transition services are a coordinated set of activities for a student. The review team determined that, in three out of three files of students who were transition age, there was not a transition plan in place. The service page did not refer back to goals and did not list service recommendations.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The IEP will contain a coordinated set of activities for all students of transition age.

6 month reporting date 11/02/05

Closed 11/ 14 /05

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will develop IEPs that include transition activities and that are appropriate.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
|---|--------------------------------|--------------------------------|---|--|
| 1. What will the district do to improve? The district will complete appropriate transition planning on IEPs where it is required. The district will relate the services to the transition goals and list service recommendations. What data will be given to SEP to verify this objective? The special education staff will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral. | 9/05 Ongoing | Special Education Staff | Met 11/14/05 | |
| Please explain the data (6 month) For the transition services goal, 2 IEPs have been written during the 2005-06 school year that required transition planning. The special education staff checked these two IEPs to ensure that the transition planning was completed and appropriate. In both cases, the transition planning was completed and referred back to the goals, as well as listed service recommendations. The special education staff will continue to ensure that all requirements are met in this area. Gayle Parmeter, special education teacher for the Wolsey-Wessington School District attended the 2005 Statewide Special Education Conference and attended several transition sessions. | | | | |
| Please explain the data (12 month) | | | | |

6 month reporting date 11/02/05

Closed 11/ 14 /05

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| <p>2. What will the district do to improve? The special education staff will either attend a transition workshop or meet with their transition liaison in order to increase their knowledge about transition planning.</p> <p>What data will be given to SEP to verify this objective? The special education staff will submit a letter to the SEP verifying that they have completed this objective.</p> | 10/30/05 | Special Education Staff | Met 11/14/05 | |
| <p>Please explain the data (6 month)</p> <p>Gayle Parmeter, special education teacher for the Wolsey-Wessington School District attended the 2005 Statewide Special Education Conference and attended several transition sessions. Following is a list of the sessions attended:</p> <p>The transitions sessions that were attended by the Wolsey-Wessington Special Education teacher Gayle Parmeter were:</p> <p>“Practical Transition Assessment” presented by Dave Halverson and Bev Peterson</p> <p>“Transition Assessment and Planning” presented by Sue Severson, Ed.D.</p> <p>“The Transition Process parts 1 & 2’ presented by Dave Halverson and Bev Peterson</p> <p>“Transitions – Helping Students Be Prepared” by Sue Severson, Ed.D</p> <p>“Transition: Advanced Topics” presented by Dave Halverson and Bev Peterson</p> | | | | |
| <p>Please explain the data (12 month)</p> | | | | |